

## **Dual Immersion Academy**

### **One-Time Performance-Based Compensation Plan**

1. The employees who are eligible for the performance-based compensation are any teacher who demonstrates adequate performance expectations as evaluated by their annual review occurring in Spring 2009. These expectations are determined a compilation of measures that have been monitored throughout the school year.
  
2. The criteria for awarding the performance-based compensation reflect four specific standards of essential educator practice. These include measures of:
  - Student Progress as determined by standardized tests and in-house tools
  - Teaching Techniques as monitored by classroom observations and evaluations
  - Professional Conduct as seen through school-wide observations and evaluations
  - Parent satisfaction as rated by surveys
  
3. Instruments or assessments that may be used to measure or evaluate performance include the following for each separate criterion.
  - Student progress will be assessed using both standardized tests and DIA-wide assessment tools. Language Arts progress will be measured through DIBLES and DRA in both English and Spanish. Student Assessment Portfolios will be utilized to measure progress in all other core subjects.
  
  - Teaching techniques are monitored through standardized classroom evaluations occurring three times a year by DIA's director and monthly by the upper and lower grade lead teachers. The Utah Professional Teacher Standards Continuum of Development has been adapted to a 1-4 Likert Scale rubric and will be used to quantify teacher performance in the classroom. Additionally, the DIA Charter Professional Teaching Standards, also a 1-4 Likert Scale rubric, focusing on evaluating the instructor's use of DIA specific methods of dual-immersion and balanced literacy, will be used.
  
  - Professional conduct, specifically leadership measured by performance and school-wide involvement, is included in the Utah Professional Teacher Standards Continuum of Development and the DIA Charter Professional Teaching Standards measurement tools. Observations and evaluation of school-wide events, participation on committees, and attendance at meetings, are all included in the rubrics.
  
  - Parent satisfaction is determined through teacher and school surveys, twice each year created by outside agencies. Also, because DIA is a charter school, this function is measured by student retention.

4. The amount of performance-based compensation awarded will be dependent upon the amount designated to the school. However, the distribution strategy will be based upon whether, after calculating the Likert scale scores a teacher is qualified as Basic, Emergent, Professional, or a Master Teacher. Next, the parent surveys and student performance scores will be factored in to create a composite. Under this system, all teachers will be able to receive some compensation ranging from \$300 to \$1500. Again the specific amount will be determined after the school is notified of total amount available.

5. In general, the performance-based compensation will be based on individual performance. However, because the teachers at DIA work in grade-level teams, with one teacher providing curriculum and instruction in English and the other in Spanish, to the same students, some team performance evaluation will of necessity be important. In particular, parent satisfaction, student performance and working together as a professional will be evaluated in combination.